

A Study on Influence of Industry Institute Interaction on Brand Building of Management Institutes in Pune

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Abstract: The Interaction Program of the Institute of Industry acts as a strong connection and bridge between educational institutions, especially BSchools and business centres in Pune. It is a well-established reality that trainees, known as Alumni, play a crucial role in establishing and improving the partnership and link between industry and the Institute. Over the last decade, the Indian higher education system has seen remarkable growth in developing into the world's third largest higher education system. In the framework of a dynamic global scenario, this sector has a tremendous potential to be a new driver of success. In an increasingly globalising environment, higher education institutions are called upon to resolve topics related to social, political, economic and growth. In order to study the significance, function and value of the Institute's growth, the researchers have agreed to undertake an exhaustive review of the perpetual and hormonal relationship of current Customer Interaction Practices with past B School students. There are more than 760 universities and 12,276 institutes of their own in India's higher education sector with these figures, one can imagine the level of competition in India's higher education sector.

Keywords: Best Practices , Brand Building, Industry-Institute Interaction, BSchools

1. Introduction

Education is a fundamental instrument that allows a person to lead a better future. Training is an uninterrupted method of learning from simple understanding to complicated details. India is home to one of the biggest and most diverse education programmes in the world. Following the ancient Gurukul system, India has made phenomenal progress since independence in the field of education. The country's higher education sector plays a major role in the development of professional human capital. The Indian higher education system has seen remarkable growth over the last decade to become the world's third largest higher education system.

The education sector has a tremendous prospect of being a new catalyst of development in the sense of a dynamic global scenario. The Indian education system today finds itself in a dichotomy where on the one hand, literacy rates are a vital cause of concern, while on the other hand, the excellent human capital success of many Indians across the globe has left several countries in awe. Plagued by the challenge of brain drain and insufficient access to education for its people, India nevertheless aims to be a knowledge-based economy whose development depends fairly on the efficiency, quantity and accessibility of the information available, apart from the means of production. In an increasingly globalising environment, higher education institutions are called upon to resolve topics related to social, political, economic and growth.

Higher education institutions are built to train students to be highly competent and to allow them to respond to dynamic global challenges. However in recent years, the development of higher education is closely related to its restructuring. Changes to the constitution of the education system have intensified competition in the education sector, and several other developments have an imperative effect on the circumstances of higher education institutions. Strategic management is a complex mode of governance that requires a participatory, decisive and forward-looking approach to administrative policies that aim to maximise the capacity for improvement in the educational institution. It is also used as a crucial method for a more rational and systemic approach to bringing in the requisite reforms..

2. Objectives Of The Study

1. To study on influence of industry institute interaction on brand building of management institutes in pune.
2. To evolution of higher education policy in India

Overview of Higher Education in India

Higher education is very important for a developing world like India as it promotes the growth of human development. After independence, the higher education market has undergone a massive growth. As reported earlier, the Indian Higher Education Sector, which is the third largest education system in the world, has its own

problems and challenges. The University Grants Commission (UGC) is the central body responsible for higher education in India. It is the highest authority for higher education, established by the Government of the Indian Union in correspondence with the UGC Act 1956 under the Ministry of Human Resources Development (MHRD). UGC is responsible for organising, setting and sustaining higher education standards in India. It is the administrative body for National Institutes of Significance, Central Universities, State Universities, Deemed Universities and State Private Universities in the field of general and distance higher education in the region. Based on the financial demands of the institutions, UGC funds are distributed and disbursed to the universities.

The All India Technical Education Council (AICTE) is another regulatory body and a National Technical Education Council under the Ministry of Higher Education, Ministry of Human Resources Development, which is responsible for the effective preparation and organised development of the technical and management education system in India. Currently 1,4 million schools have enrolled 227 million students and more than 36,000 higher education institutions. Despite having an important role in the global education market, the Indian higher education system has its own problems. Supply, Affordability, Efficiency and Employability are key concerns. Whereas insufficient infrastructure and services, a significant number of vacancies in faculty positions, low student enrolment rate, obsolete teaching strategy, decreasing research standards, geographical disparities in the growth of higher technical schools, declining student teacher ratios, inequitable surplus of quality higher education for poor students The table below shows the total number of institutions by form in the Indian Higher Education market..

History of Higher Education in India

Higher education is affected by a variety of historical influences around the world. Hence while history is not meant to be the primary subject of study, this section explores the historical contexts of higher education in the Indian context. The storey of higher education in India has evolved through various years. This can be split mainly into two levels, pre-independence and post-independence.

Duration of post-independence. This journey started with an ancient system of education in the Vedic period, in which the Brahminic and Buddhist systems prevailed. The Brahminical system was a domestic system in which students, after completing an initiation ritual called Upanayna, used to stay at their Guru's (teacher's) house. This home was referred to as the Ashram's, in which the Guru taught them education in a number of fields such as theology, philosophy, humanities, medicine, history, astrology and much more. The Guru was the final authority of the Brahminic education system, and all the students had to abide by the Gurus instructions and teachings, and it was an autocratic system that was popularly known as the Gurukul system. After completing Ashrama's schooling, 'the pupil will enter the higher education academy known as Parishadas.' On the other hand, in the Buddhist system, the monasteries and viharas where Bhikshus lived evolved into educational institutions..

Evolution of Higher Education Policy in India

There have been several changes, updates and reforms to India's post-independence higher education strategy. Any of the big commissions in the evolution of India's Higher Education Policies are as follows:

University Education Commission (1948)

The first Commission to be assigned to independent India was the University Education Commission in 1948, led by Dr. S. Radhakrishna, man. The key task of the Commission was to report on Indian University Education and to recommend changes and additions that would be beneficial to the country's existing and future requirements. The Commission's crucial duty was to reconcile the education system with economic freedom and the pursuit of ideals in order to ensure successful democracy. The Commission addressed the reorientation of higher education with reference to the five fundamental values of the Constitution, including dignity of citizenship, justice, independence and fraternity..

Secondary Education Commission (1952)

The recommendation of Dr. Radhakrishnan to the University Education Commission of 1948 was reinforced by the Secondary Education Commission appointed in September 1952 by Dr. L.S. Mudliar as Chairperson. The report was delivered to the first Parliament in 1953. The Commission represented the interests of the ruling classes, and the report in the chapter, Reorienting the Purposes and Goals, states that one of India's most pressing problems was to boost prolific productivity in order to increase national prosperity and thereby lift the standard of living of the country's citizens. The report further proposed the creation of vocational schools, polytechnics, the improvement of multipurpose education, central technical colleges, etc., and the establishment of multipurpose schools was a significant commitment of the Commission..

Education Commission (D.S. Kothari) 1964 66:

One of the most important commissions in the development of Indian Higher Education is the Kothari Commission. The Education Commission was formed under the chairmanship of the D.S. Following the appointment of the Mudliar Commission to discuss all facets and sectors of education and to advise the Government of the evolution of the National Education System for the Region, the National Education Policy 1968 was formulated on the basis of this report by the Commission. The Basic Approach used by the Commission was This Commission studied the history of education in India in recent times and in particular, after independence, and came to the conclusion that Indian education requires a drastic restoration, almost a revolution, the achievement of constitutional goals and the various problems facing the nation in different countries. This thorough restoration, the Commission said, has three major facets.

1. Internal transformation
2. Qualitative improvement
3. Amplification of educational facilities

Internal Transformation:

In the Commission's opinion, no change was more significant or more urgent than the transformation of education in order to make an attempt to connect it to the life, needs and goals of the people." This is especially important for it is only such a transformation that will make education a powerful instrument of social, economic and cultural transition necessary for the transformation of society.:

a)Science Education:

Science education should be an important part of all school education. Its teaching at the university level should be strengthened and particular focus should be placed on the advancement of scientific science..

b)Work Experience:

Job experience should be an important part of all general education. It should be directed towards technology, industrialization and the application of science to the manufacturing process, like agriculture..

c)Vocational Education:

Vocational education should be emphasised, particularly at the secondary level. Approximately 20% of the enrolled students should ultimately receive technical education at the lower secondary level, which lies in the age range 11–16. At the higher secondary stage (age group I7-18), such enrolment should be raised to 50%. About one third of the overall enrolment of higher education will be in technical courses. In particular focus must be put on the growth of agricultural education and science..

d)The Common School:

A common public education school system that would guarantee fair access for children from all social strata and that would be sufficient in quantity and quality was proposed..

e)Social and National Service: A form of social service should be compulsory for students of all ages. (f)

f) Language Policy

: in the production of all common languages as a means of exchange and for administration in the respective countries. Hindi was both an official and a link language, and English and Russian were bibliography languages. It also specified that the three-language formula should be modified; only the mother tongue should be compulsory at the lower primary level; the second language should be included at the higher primary stage, either in Hindi or in English; at the lower secondary stage, all three languages should be learned in the mother tongue, in Hindi and in English; either of these languages;

g)Promotion of National Unity:

Curriculum can foster national unity and awareness and international understanding..

h) Elasticity and Dynamics:

Rigidity and uniformity were found in the current system. It recommended improvements to the curriculum, instructional methods and a broad package in in-service instruction for teachers and school administrators. In addition to full-time teaching, part-time and own-time instructional programmers can be welcomed. The education system should emphasise the production of basic social, moral and spiritual ideals. There should also be some

provision, in a multi-religious, egalitarian society such as that of India, for providing guidance on the various faiths..

Qualitative Improvement:

The Commission has stressed the need for diverse and evolving quality in education. For this reason, the Commission recommended the implementation of the following steps.

a)Utilization of Facilities:

It proposed increasing the number of working days, expanding the length of the working day, allowing proper use of holidays and establishing an environment of continuous and devoted employment..

b)Reorganization of Educational structure and Teachers staff and Education:

It advocated a 10+2+3 trend and recommended a significant increase in the remuneration of teachers especially at school level, and suggested a decrease in the pay gap for teachers at various stages of education.

(c) The Commission proposed fundamental improvements in curricula, instructional practises and assessment, with space for elasticity and dynamism. It recommended that autonomous colleges and experimental schools be free from external shackles.

d) Selective Development:

In view of the shortage of resources, materials and men, the selective establishment of institutions has been suggested. At the university level, only five or six universities should be chosen for intense growth, by placing clusters of advanced research centres in them, and it should be helped to attain globally comparable levels.

Expansion of Educational Facilities:

The Education Commission has advocated the expansion of educational facilities at all levels, but more emphasis has been given to organisational change and qualitative development. The following programmers have been recommended:

a)Adult Literacy:

A part-time course of approximately one year of length should be offered for all children in the age range 1-14 years of age who have not attended or left school before becoming illiterate..

b)Primary Education:

Healthy and effective primary education for all children should be provided. The goal of the policy on education should be to have five years of such education by 1975 and seven years of such education by 1985.

c) Secondary and Higher Education:

This should be extended on a limited basis and the performance of educational establishments should be broadly connected to the demand for manpower or job opportunities. It has been criticised that the Commission has not provided a clear image of "growth," that is, of the future society that we should aspire to build in the world, and of the steps that need to be taken to create it. It was also argued that while the Commission prepared a reasonably decent blueprint for the national education framework, its report did not highlight the strong ties between education and society. Nor has it explained how the dialectical phase of education contributes to the strengthening and perpetuation of the status quo, social reform and growth. The study was in turn a reflection of the social and political appearance of the economic recession of the time. On the one hand, it made suggestions representing the political desires of the Indian masses in terms of free and compulsory schooling, increasing financial support for education, etc., and on the other, proposals leading to constraints on higher education. In 1968, the Policy Resolution, after the submission of the paper, was adopted at a time when the economic crisis emanating from the technological road of growth sought a sharp political face. Indeed the 1968 resolution on education policy has very little to do with the overall findings of the Kothari Committee.

The following six recommendations have been accepted by the Government and intensive attempts have been made to incorporate them.

- Use of the regional language as a means of instruction at the university level.
- Non-formal education;
- Curriculum for the citizens in primary and adult education.
- The Common Schooling System.
- 10+2+3 Instructional pattern.

- Teacher's wage.

The initiatives, such as the current goals for educational growth, the imbalance in grant programmes, the continuity of education as a subject in the state list, etc., were a cause to draw broad interest but were not adopted..

3. Conclusion

Any higher education college in any part of the world varies in terms of different considerations, such as ownership, membership, management structure, ovation and many other things. There are a variety of positive and poor practises in the administration of education around the world. Management education in India is distinguished by its diversity, deep cultural history, collaborative thought and self-respect. Branding supports higher education institutions as an investment that promotes the enrolment of most eligible and best-suited candidates. The Brand Value of the Education Institute is closely related to the effective and time-bound methods adopted by the Institute. Demographic variables of the study; gender, age group and city of respondents indicate a variety of discrepancies with respect to various factors, such as preferences provided by students and faculties in the selection of the Higher Ed. Variations are seen in these parameters by age group, gender and city. It has been observed that younger crowds have assigned more priority to variables such as extra-curricular sports, quality infrastructure, creative instruction, learning habits. On the other hand, the older generation of students was more involved in the forms of placement offered by the college or university. Differences of opinion have also been established between the gender of the respondents

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